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**General and complete disarmament**

# United Nations study on disarmament and non-proliferation education

## Report of the Secretary-General**

*Summary*

There has never been a greater need for education in the areas of disarmament and non-proliferation, especially with regard to weapons of mass destruction, but also in the field of small arms and international terrorism. Since the end of the cold war, changing concepts of security and threat have demanded new thinking. Such new thinking will arise from those who are educated and trained today.

The overall objective of disarmament and non-proliferation education and training is to impart knowledge and skills to individuals to empower them to make their contribution, as national and world citizens, to the achievement of concrete disarmament and non-proliferation measures and the ultimate goal of general and complete disarmament under effective international control.

Different groups require different pedagogic approaches and methods. What a school-age child in a refugee camp needs to know about disarmament is not the same as what is required for a border guard, let alone for a political official or a high school teacher. The recommendations put forward in the present study cover a diverse spectrum of actors and audiences, infrastructures and technologies.

Additional disarmament and non-proliferation related educational and enrichment materials are needed at all academic levels: primary, secondary, and in particular the university and postgraduate levels. Support by the United Nations and its Member States is crucial. Since most material is in English, translation into other languages is an essential first step.

* A/57/150.

** This report was submitted upon the conclusion of the work of the Group of Governmental Experts on the subject in July 2002.

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New technologies, especially the Internet, create unprecedented opportunities in disarmament and non-proliferation education for both the academic audience and the general public. The new technologies, however, complement rather than replace traditional education and training.

Coordination among United Nations and other relevant international organizations and programmes is crucial for the successful implementation of the recommendations of the present study.

The study offers a series of recommendations for immediate and long-term implementation, reinforcing ongoing efforts and suggesting new avenues of action.

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* The annexes are available in electronic format only on the official web link of the Department of Disarmament Affairs (http://disarmament.un.org/education).

## Foreword by the Secretary-General

It is striking for someone of my generation to think that an entire new generation of human beings is coming to maturity without an ever present terror of nuclear catastrophe. Yet it is so, and that is for the better. The downside, however, is ignorance of the real dangers that do exist, especially the legacy of nuclear weapons inherited from the last century. Moreover, the companion of ignorance is complacency: what we know little about, we care little to do anything about.

The present study on disarmament and non-proliferation education is meant to complement the peace studies and conflict resolution programmes that became widespread in the 1980s and 1990s. It is important to understand how the excessive manufacture, trade, procurement and stockpiling of weapons can exacerbate war and make it more lethal and dangerous, or how this affects health, destroys the environment or hinders development. Indeed, the more that is known about conflict the better.

The face of disarmament education has changed substantially since the United Nations Educational, Scientific and Cultural Organization World Congress on Disarmament Education in 1980, expanding to examine the conventional arms trade, in particular small arms, light weapons and landmines. Today it must evolve once again to incorporate the heightened threat of international terrorism and the possibility that weapons of mass destruction could be used for terrorist purposes.

The Advisory Board on Disarmament Matters, a specialized group — including educators — that advises me on disarmament and arms control, recommended a United Nations study on the matter. In 2001, pursuant to General Assembly resolution 55/33 E of 20 November 2000, I appointed a group of governmental experts from different regions and educational systems to carry out this task. I should like to express my appreciation to them for their diligence and careful work, and in particular for the incisive recommendations they have made.

Disarmament education seeks to inform and empower citizens to work with their Governments for positive change. I hope that Governments, the United Nations family, other international organizations, disarmament-related organizations, non-governmental organizations and others in a position to contribute will do their part to sustain the process of consultation and cooperation started by the Group of Experts, so that disarmament and non-proliferation education becomes an integral — and natural — part of the education of the next generation.

## Letter of transmittal

13 August 2002

Mr. Secretary-General,

I have the honour to submit herewith the United Nations study on disarmament and non-proliferation education prepared by the Group of Governmental Experts appointed by you in pursuance of General Assembly resolution 55/33 E of 20 November 2000.

In March 2001, you appointed the following experts:

Ms. Birgitta Alani
Deputy Director
Stockholm International Peace Research Institute (SIPRI)
Solna, Sweden

H.E. Mr. Yukiya Amano
Director-General for Arms Control and Scientific Affairs
Ambassador, Ministry of Foreign Affairs
Tokyo

Ms. Kate Dewes
Vice-President
International Peace Bureau (IPB)
Disarmament and Security Centre
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H.E. Mr. Alioune Diagne
Ambassador of Senegal to Nigeria
Lagos

Ms. Anna Grupinska
Minister Counsellor
Deputy Head of Mission
Permanent Mission of Poland to the United Nations Office at Vienna
(First and second sessions)

H.E. Mr. Hugo E. Palma
Ambassador of Peru to Italy
Rome

Ms. Beata Pęksa-Krawiec
Director, Department for Security Policy
Ministry of Foreign Affairs of the Republic of Poland
Warsaw
(Fourth session)

Mr. Mohamed Shaker
Chairman
Board of the Egyptian Council for Foreign Affairs (ECFA)
Cairo

Mr. Venkatesh Varma
Counsellor
Embassy of India
Moscow

Mr. Attila Zimonyi
Senior Counsellor
Department for Security Policy and Arms Control
Ministry of Foreign Affairs of the Republic of Hungary
Budapest

The report was prepared over a period of four sessions: 18-20 April 2001 in New York; 8-10 August 2001 in Monterey, California; 11-15 March 2002 in Geneva; and 22-26 July 2002 in New York.

The Expert Group benefited from the collective experience of representatives of United Nations offices and agencies and other international disarmament-related organizations, which contributed actively to its work.

The Expert Group wishes to extend its special thanks to William C. Potter, a member of your Advisory Board on Disarmament Matters, for his contribution to its work. It also wishes to express appreciation to the Monterey Institute for International Affairs for hosting the second session of the Group.

Further, in an innovation for an expert group of this kind in the disarmament field, the Group consulted with a large number of members of civil society from the non-governmental, academic, research and media communities, from all regions of the world, and wishes to underline the important contribution that they made to developing the present study.

Finally, the Expert Group wishes to express its appreciation for the excellent support that it received from the Secretariat. It has expressed its thanks to the Under-Secretary-General for Disarmament Affairs, Mr. Jayantha Dhanapala. Its special appreciation goes to Mr. Vladimir Orlov and Mr. Michael Cassandra, who served as consultant and secretary of the Group, respectively.

The Group of Governmental Experts has requested me, as its Chairman, to submit to you, on its behalf, the present study, which was adopted unanimously.

(*Signed*) Miguel **Marín-Bosch**
Chairman of the Group of
Governmental Experts

## Note on the organization of the Group of Experts

The General Assembly, in its resolution 55/33 E of 20 November 2000, requested the Secretary-General to prepare with the assistance of a group of qualified governmental experts, a study on disarmament and non-proliferation education and training.

In March 2001, the Group was established and began its task of preparing a study with the following aims:

(a) To define contemporary disarmament and non-proliferation education and training, taking into account the need to promote a culture of non-violence and peace;

(b) To assess the current situation of disarmament and non-proliferation education and training at the primary, secondary, university and postgraduate levels of education, in all regions of the world;

(c) To recommend ways to promote education and training in disarmament and non-proliferation at all levels of formal and informal education, in particular the training of educators, parliamentarians, municipal leaders, military officers and government officials;

(d) To examine ways to utilize more fully evolving pedagogic methods, particularly the revolution in information and communications technology, including distance learning, to enhance efforts in disarmament education and training at all levels, in the developed and the developing world;

(e) To recommend ways in which organizations of the United Nations system with special competence in disarmament or education or both can harmonize and coordinate their efforts in disarmament and non-proliferation education;

(f) To devise ways to introduce disarmament and non-proliferation education into post-conflict situations as a contribution to peace-building.

The Secretary-General appointed governmental experts from the following 10 States: Egypt, Hungary, India, Japan, Mexico, New Zealand, Peru, Poland, Senegal and Sweden.

The Group held four sessions: from 18 to 20 April 2001 in New York; from 8 to 10 August 2001 in Monterey, California; from 11 to 15 March 2002 in Geneva; and from 22 to 26 July 2002 in New York. The Group extended its thanks to the Monterey Institute of International Studies for hosting its second session.

On behalf of the Group, the Under-Secretary-General for Disarmament Affairs requested information from Member States, academic research institutions and non-governmental organizations in order to assess contemporary disarmament and non-proliferation education and training in all regions of the world. The results of the inquiry are contained in the report.

The General Assembly encouraged the Group of Experts to invite representatives of organizations of the United Nations system with special competence in disarmament or education or both to participate in its work. The following United Nations and other international organizations responded to the invitation: Department for Disarmament Affairs, Department of Public Information, United Nations Institute for Disarmament Research, Office of the Special Adviser to

the Secretary-General on Gender Issues and the Advancement of Women, International Atomic Energy Agency, United Nations Educational, Scientific and Cultural Organization, United Nations Children's Fund, United Nations University, United Nations-associated University for Peace, Preparatory Commission for the Comprehensive Nuclear-Test-Ban Treaty Organization, Organization for the Prohibition of Chemical Weapons. The United Nations Development Programme and the World Health Organization requested that they be kept informed of the outcome of the Group's work (see annex 1).

Recognizing that civil society, NGOs and the media have in many ways taken the lead in providing both formal and informal disarmament and non-proliferation education and training, the Group consulted academic experts, educators, students and representatives of NGOs from all regions of the world. Efforts were made, within the available resources, to meet with as wide a spectrum of representatives as possible (see annex 1).

In the implementation of the recommendations contained in the present report, the principles of the Charter of the United Nations should be fully observed.

## Abbreviations

| | |
|---|---|
| IAEA | International Atomic Energy Agency |
| IBE | International Bureau of Education |
| IBRD | International Bank for Reconstruction and Development |
| ICJ | International Court of Justice |
| ICRC | International Committee of the Red Cross |
| ILO | International Labour Organization |
| IOM | International Organization for Migration |
| IT | Information technology |
| NGOs | non-governmental organizations |
| OPCW | Organization for the Prohibition of Chemical Weapons |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations Children's Fund |
| UNDP | United Nations Development Programme |
| UNHCHR | Office of the United Nations High Commissioner for Human Rights |
| UNHCR | Office of the United Nations High Commissioner for Refugees |
| UNIDIR | United Nations Institute for Disarmament Research |
| UNIFEM | United Nations Development Fund for Women |
| UNU | United Nations University |
| UPEACE | University for Peace |
| WHO | World Health Organization |

# I. Introduction

1. Science and technology transformed the world in the twentieth century. Living standards improved but warfare was rendered more deadly. Weapons of mass destruction — biological, chemical and nuclear — and their means of delivery were developed, as ever more sophisticated conventional armaments were produced and disseminated. The horrors and destruction of armed conflict persist. The need for disarmament and non-proliferation education and training has never been greater. Indeed, changing concepts and perceptions of security and threat magnify the urgency for new thinking to pursue disarmament and non-proliferation goals.

2. More than a decade after the end of the cold war and at the start of the twenty-first century, there is a pressing need to combat ignorance, complacency and a culture of violence. These can be countered through long-term programmes of education and training, especially those related to disarmament and non-proliferation of weapons of mass destruction and their means of delivery, with a view to their reduction and complete elimination.

3. At the same time, concern has heightened over the global threat of the excessive and destabilizing proliferation of conventional weapons, especially small arms and light weapons, rendering more acute the need to combat such proliferation in a sustained way through disarmament and non-proliferation education and training.

4. Additionally there is a need to raise awareness of new challenges to international security and the process of disarmament. Among them, terrorism, with the possibility of the use of weapons of mass destruction, is a source of particular concern. Other challenges, such as organized crime, poverty, human rights abuses and environmental concerns must also be taken into account.

5. Education and training remain important but underutilized tools for promoting peace, disarmament and non-proliferation. The present report addresses that issue and proposes ideas for action.

# II. Definition of contemporary disarmament and non-proliferation education and training

6. The overall purpose of disarmament and non-proliferation education and training is to impart knowledge and skills to empower individuals to make their contribution, as national and world citizens, to the achievement of general and complete disarmament under effective international control. Such education offers tools for taking steps to enhance national and international security at lower levels of armaments and reinforces the connections between peace, comprehensive security and sustainable development in an increasingly interdependent world.

7. The objectives of contemporary disarmament and non-proliferation education and training are:

(a) To learn *how* to think rather than *what* to think about issues;

(b) To develop critical thinking skills in an informed citizenry;

(c) To deepen understanding of the multiple factors at the local, national, regional and global levels that either foster or undermine peace;

(d) To encourage attitudes and actions which promote peace;

(e) To convey relevant information on and to foster a responsive attitude to current and future security challenges through the development and widespread availability of improved methodologies and research techniques;

(f) To bridge political, regional and technological divides by bringing together ideas, concepts, people, groups and institutions to promote concerted international efforts towards disarmament, non-proliferation and a peaceful and non-violent world;

(g) To project at all levels the values of peace, tolerance, non-violence, dialogue and consultation as the basis for interaction among peoples, countries and civilizations.

8. Disarmament education is broadly focused on the need to reduce armaments with a view to their complete elimination as a means of reducing both the likelihood and the severity of armed conflict. Disarmament education focuses on the process of

disarmament itself, the steps to achieve it and the positive effects that disarmament has on socio-economic development. This approach may touch upon conflict resolution or examine the causes of war and the interaction between technology and warfare. It also emphasizes approaches to reducing and eliminating violent conflicts of all kinds. This type of educational programme is often pursued within academic fields such as peace studies, conflict resolution and strategic studies, among others.

9. Non-proliferation education is a significant subset of disarmament education. While the long-term goal of disarmament education is the reduction and elimination of all forms of armaments and warfare, non-proliferation education is oriented towards the prevention of the further proliferation of all weapons, in particular weapons of mass destruction and their means of delivery. It contributes to the attainment of disarmament goals on a sustainable and global basis. Both disarmament and non-proliferation are mutually reinforcing processes. Education and training in this field should reflect this interrelationship.

10. Disarmament and non-proliferation education and training draws upon, contributes to and mutually reinforces education for conflict resolution, communication, cross-cultural understanding, tolerance of diversity, non-violence, economic justice and gender equity, environmental preservation, demilitarization, development, human rights and international humanitarian law. If it is to retain its relevance to the security requirements of peoples and States, disarmament and non-proliferation education and training must not be viewed in a vacuum but rather integrated into that broad perspective. A global disarmament and non-proliferation culture cannot be accomplished easily or quickly. A sustained effort is required to build communities of disarmament and non-proliferation specialists and concerned individuals. Member States, international organizations, academics and NGOs are essential actors in this long-term effort. Its success will depend on a partnership that includes each of these communities and the provision of adequate financial resources.

# III. Assessment of existing experience in disarmament and non-proliferation education and training

## A. Past and present efforts

11. The tenth special session of the General Assembly in 1978, the first special session devoted to disarmament, was the first international forum to declare that disarmament education was urgent. The Final Document of the Tenth Special Session emphasized the importance of two aspects of education — teaching and research — in shaping the future of disarmament. It urged governmental, non-governmental and international institutions, in particular the UNESCO, "to take steps to develop programmes of education for disarmament and peace studies at all levels".[1]

12. At the tenth special session the General Assembly set up the United Nations Disarmament Fellowship Programme, aimed at developing knowledge and expertise on disarmament and non-proliferation issues in Member States. The programme has trained more than 550 officials, most often from ministries of foreign affairs, from approximately 150 countries in the essentials of multilateral disarmament and arms control.

13. The UNESCO World Congress on Disarmament Education (1980) also adopted a Final Document with numerous recommendations on measures to promote both research and education in disarmament.[2] While little progress was made on their implementation, many of those recommendations remain applicable today, but must be adapted to present and evolving circumstances.

14. The United Nations World Disarmament Campaign was launched on 7 June 1982 pursuant to a decision of the General Assembly at its second special session devoted to disarmament. It was designed to inform, educate and to generate public understanding and support for the objectives of the United Nations in the field of arms limitation and disarmament. It envisaged the cooperation of the United Nations, its Member States and NGOs as major actors in achieving its objectives. The campaign was divided into five major areas: preparation and dissemination of materials; conferences, seminars and training; special events such as Disarmament Week; a publicity

programme; and the services of the United Nations field offices. In 1992, the campaign was converted into the United Nations Disarmament Information Programme, maintaining the same objectives, but on a more limited financial basis.[1]

15. In 1999, the United Nations established the International Year for the Culture of Peace, which was extended in 2000 to an International Decade for the Culture of Peace and Non-Violence for the Children of the World. A primary tool for fostering a culture of peace is the promotion of educational curricula on peaceful conflict resolution, dialogue, consensus-building and active non-violence. The General Assembly declared the year 2001 the United Nations Year of Dialogue among Civilizations, encouraging Governments, the United Nations system and other relevant international and non-governmental organizations to implement cultural, educational and social programmes to promote the concept.

### B. Work of the Expert Group

16. In order to contribute to assessing contemporary disarmament and non-proliferation education and training in all the regions of the world, the Group of Experts requested the Department for Disarmament Affairs to conduct a qualitative survey among States, academic research institutions and NGOs. Replies were received from Governments and government institutions of 25 States. Information was also received from 72 educational and research institutions, academic experts, NGO representatives and museums in 41 States. The results of the survey are presented in annex 2. During the course of the survey, additional resources were compiled; these are presented in annex 3.

17. The Expert Group initiated and benefited from unprecedented collaboration with civil society groups and individuals, ranging from secondary school teachers to peer educators, from community activists to visual artists, academics and practitioners. By sharing their expertise and promoting synergy between the United Nations and civil society efforts, the invited participants introduced the experts to a wide range of methods and materials regarding disarmament and non-proliferation education and training.

18. Some general conclusions about the current situation of disarmament and non-proliferation education and training can be drawn based on the collective experience of the experts, the presentations made by educators, researchers and representatives of NGOs to the sessions of the Group of Experts and the qualitative results of the survey. A variety of resource materials on disarmament and non-proliferation are already available, most of which, however, is aimed at an informed audience and needs to be adapted for various audiences, customs and situations. Much of the material also needs to be translated from English into United Nations official and other languages.

19. Attention needs to be paid to creating a foundation for sustainable international cooperation in the area of disarmament and non-proliferation education and training among and between Member States, NGOs and the expert community from all regions of the world. Some academic institutes and NGOs active in this field are promoting this noteworthy objective, including through a proposal for the establishment of an international consortium of scholars and representatives of civil society, to work in parallel with and as a complement to international disarmament and non-proliferation efforts.

## IV. Education and training in disarmament and non-proliferation education at all levels

20. Disarmament and non-proliferation education and training is a lifelong and multifaceted process, in which the family, schools, universities, the media, the community, NGOs, Governments, parliaments and international organizations all participate. It is a building block, a base of theoretical and practical knowledge that allows individuals to choose for themselves values that reject violence, resolve conflicts peacefully and sustain a culture of peace.

21. Numerous groups should be targeted, including, but not limited to, children and youth, school and university students, educators and trainers; researchers, scientists, engineers and physicians; private and corporate donors; religious, indigenous peoples, community and municipal representatives; policy makers such as parliamentarians and government officials; trade unions and the business community; and professionals implementing laws and policies such as the military, law enforcement agents and licensing and customs officers.

22. Women as primary educators of their families and communities need to participate in decision-making on disarmament, demobilization and reintegration programmes and other disarmament and non-proliferation education and training efforts. The media and NGOs working on peace, disarmament and non-proliferation, human rights, environment and development issues also play an important role in influencing public opinion and Governments.

23. Disarmament and non-proliferation resource and enrichment materials need to be adapted and integrated into existing educational or training materials at various levels of education and for different target audiences. Education programmes for children and youth should integrate elements of the culture of peace. In addition to enrichment materials for teachers and students, resource material could also provide primary and secondary education curriculum planners with practical examples of ways to integrate disarmament and non-proliferation education into a range of curricula or teacher training programmes.

24. New formal and informal curricula should:

(a) Assist in developing critical skills and critical thinking on the subject;

(b) Take into account that disarmament and non-proliferation education is an integral and essential part of peace education in furtherance of the principles of international law based on the Charter of the United Nations, the Universal Declaration of Human Rights, the Convention on the Elimination of All Forms of Discrimination against Women and the Convention on the Rights of the Child, multilateral disarmament and non-proliferation treaties and agreements and international conventions on terrorism;

(c) Cover all levels of the education system and be adapted to the needs of the various socio-economic groups concerned;

(d) Take into account the special cultural, economic and social characteristics of each country;

(e) Adopt a multidisciplinary approach;

(f) Highlight the human dimensions of conflict, including individual experiences from victims and survivors of war;

(g) Provide a forum for dialogue on conflict reduction, essential for achieving the goals of disarmament and non-proliferation.

## V. Ways to utilize evolving pedagogical methods, particularly the revolution in information and communications technology

25. New information and communication technologies, especially the Internet, offer tremendous opportunities for expanding disarmament and non-proliferation pedagogy, including access to new audiences and non-traditional students, as well as improvements in the quality of education. High-technology methods complement and enhance traditional forms of education, while not replacing them. The Internet, for instance, is not fully accessible in some regions where the infrastructure is not sufficient, or where people are not familiar with such technology. Yet as these obstacles are overcome, it has a great potential rapidly to become a more effective tool for education.

26. The wealth of disarmament and non-proliferation information and resources available on the Internet grows daily. Hypermedia technology allows the learner to set the pace and encourages the exploration of new information through an infinite number of linkages. Multimedia tools, including streaming videos, web casts, chat rooms and bulletin boards, permit the learner to observe, participate and network in ways that were unimaginable only a few years ago. Links to databases are extraordinary resources for research and further study.

27. High- and low-technology teaching tools and techniques for conveying content, stimulating interest and evoking emotion such as videos, animation, electronic games, theatre, dance, films and the graphic arts such as photography are useful and effective means for presenting the subject of disarmament and non-proliferation as well as concepts such as tolerance, democracy and conflict resolution.

28. Already in 1980, the Final Document of the World Congress on Disarmament Education highlighted the need to utilize "the most imaginative education methods, particularly those of participatory learning". Participatory learning techniques aim at teaching how to think rather than what to think about disarmament and non-proliferation. Among the most effective forms of participatory learning are role-playing or simulation exercises that foster the mind-expanding process of seeing the world through the eyes of the other.

Participatory learning has the additional benefit of being adaptable to nearly any context. A simulation can just as easily take place with participants sitting in a circle as with learners on different continents linked by videoconferencing technology.

29. Educating the educators and training the trainers is especially important with respect to the use of new technology. Teachers that are involved in disarmament and non-proliferation education, as well as scientists and engineers, need on-the-job training so that they can benefit from new technology.

## VI. Ways to introduce disarmament and non-proliferation education and training into post-conflict situations as a contribution to peace-building

30. The transition from a violent conflict to a more peaceful and secure society is a long, complex and multi-staged process. Disarmament and non-proliferation education and training is a component of larger peace-building efforts, aimed at saving lives, restoring hope and strengthening a culture of peace.

31. The cessation of violent conflict does not necessarily mean enhanced security for the population. Landmines await the footfall of a child. Small arms remain in circulation, whether in the hands of a still-frightened population or in those of groups competing for power and resources. These weapons represent an omnipresent and long-term threat to security and stability. In addressing these post-conflict dangers, disarmament and non-proliferation education and training can make a significant impact. For example, mine-awareness education must be undertaken, former combatants disarmed and demobilized, democratic security forces trained, surplus and illicit arms collected and destroyed whenever possible. Without relevant and immediate education, training and awareness on these and other issues, an opportunity to foster and strengthen peace — among all sectors and levels of society — might be irreversibly lost.

32. The successful implementation of peace agreements, including their disarmament and demobilization provisions, requires targeting disarmament and non-proliferation education and training to the specific needs of diverse target groups. Military and security forces as well as leaders at both the local and national levels must be sensitized to these issues. Other measures must meet the special education and training needs of women and children, groups that are disproportionately affected by armed conflict.

33. Disarmament and non-proliferation education and training are essential elements of programmes for the demobilization, return, resettlement and reintegration of former combatants. These programmes strengthen educational initiatives through a broad, comprehensive approach covering primary, secondary and higher education as well as professional and technical training.

34. In many post-conflict situations, disarmament, demobilization, and reintegration programmes must be adapted to the special educational and emotional needs of child soldiers, and serve as a transition to their re-entry into formal education systems. Disarmament, demobilization and reintegration programmes must also address the needs of the communities that absorb former combatants, whether adults or children.

35. As they are on the ground and directly involved in concerned communities, civil society organizations, especially NGOs, are key players in developing and delivering formal and informal disarmament education in post-conflict situations.

36. Women have an essential role in helping to create the conditions for the cessation of violent conflict, in such activities as monitoring the peace, dealing with trauma among the victims and perpetrators of violence, collecting and destroying weapons and rebuilding societies. The United Nations Security Council, in its resolution 1325 (2000), recognized women's contributions to peace and security and urged Member States to ensure increased representation of women at all levels of decision-making in these areas.

37. The media, particularly radio, are an essential tool for public information and education on disarmament, demobilization and security topics. They are especially important when extensive destruction has been caused to the infrastructure and social fabric of a country during conflict.

38. Innovative approaches have been made to introduce disarmament and non-proliferation education and training in post-conflict situations, especially highlighting United Nations and civil society partnerships. Several examples are worthy of mention.

The Department for Disarmament Affairs, its regional centres and the Hague Appeal for Peace, a non-governmental organization with a strong educational component, are implementing a peace and disarmament project entitled "Education for action", intended to demilitarize the mentality of young people and mobilize community support for weapons collection programmes in four countries (Albania, Cambodia, Niger and Peru). Key elements of the project are a sustained teacher-training programme and the use of local customs for conflict resolution and peacemaking.

39. The UNICEF project entitled "Disarming the minds of children and youth: raising awareness and addressing the impact of small arms" is being implemented in four post-conflict situations (Kosovo, Somalia, Sudan and Tajikistan) that are affected by an uncontrolled presence of small arms. Project activities include developing teaching materials and school curricula on non-violent conflict resolution, building support networks within civil society and strengthening a culture of peace. Future advocacy activities will include both child-focused and more general community-wide efforts, targeting political authorities and key civil society organizations.

40. The global movement to raise awareness of the scourge of anti-personnel landmines and to demand their eradication was led in large part by civil society and NGOs working in concert with like-minded Governments and international organizations and agencies. Those partnerships made an immeasurable positive impact through mine-awareness education in mine-affected areas, the training of mine-clearance workers and raising a new global consciousness about this type of weapon.

## VII. Coordination among United Nations and other international organizations with special competence in disarmament, non-proliferation or education

41. Disarmament and non-proliferation education and training cuts across a number of diverse United Nations departments and programmes as well as other international organizations (see also annex 4). Coordination among them is key to the successful implementation of the recommendations of this study.

(a) The United Nations has overall responsibility for disarmament matters in all its aspects:

(i) The Department for Disarmament Affairs plays a central role in assessing, informing and promoting disarmament and non-proliferation efforts. During the course of preparation of the present study, the Department launched a web site on disarmament and non-proliferation education and training. It should be encouraged to expand the web site into an online resource site; see recommendation 25;

(ii) The United Nations regional centres for Africa, Asia and the Pacific and Latin America and the Caribbean are involved in the preparation of educational resources on disarmament and non-proliferation, especially in post-conflict situations and in training to combat illicit arms trafficking;

(iii) As part of its mandate, the Secretary-General's Advisory Board on Disarmament Matters is charged with advising him on the implementation of the United Nations Disarmament Information Programme;

(iv) UNIDIR conducts research on disarmament and security issues, with the aim of assisting the international community in its disarmament thinking, decisions and efforts. The Institute is actively engaged in numerous disarmament and non-proliferation education and training initiatives;

(v) UNU has a worldwide network of over a dozen research and training centres and programmes. The University's comparative advantages include global reach and network, an ability to mobilize the international community of scholars and an identity as a United Nations entity with the mandate to link the worlds of scholars with international policy makers;

(vi) The Department of Public Information plays an important role in educating and training as well as in disseminating information about disarmament and non-proliferation;

(b) UNESCO has matters of education as its essential responsibility, including the culture of peace. The International Bureau of Education (IBE) is a specialized UNESCO institute that provides support to

member States in the adoption of the content and methods of school education and hosts the International Conference on Education, which provides a platform for policy dialogue among high-level education decision makers;

(c) UNICEF conducts programmes aimed at peace education of children and plays a significant role in primary disarmament education, particularly taking into account the establishment, in 2000, of the International Decade for a Culture of Peace and Non-Violence for the Children of the World;

(d) UPEACE is a treaty organization with its own Charter approved by the United Nations General Assembly to provide higher education for peace. It grants degrees at the postgraduate level, while conducting training and research programmes that focus on key peace-building issues. It is in the process of developing a network of partner universities and educational institutions through which its academic and training programmes will also be implemented;

(e) Additional United Nations offices and programmes and other organizations can be invaluable resources. These include: Small Arms Destruction Unit of UNDP; World Health Organization; Department of Peacekeeping Operations of the United Nations Secretariat, especially the United Nations Mine Action Service; International Labour Organization; International Organization for Migration; Office of the United Nations High Commissioner for Human Rights; Office of the United Nations High Commissioner for Refugees; Division for the Advancement of Women of the United Nations Secretariat; Special Representative of the Secretary-General for Children and Armed Conflict; International Bank for Reconstruction and Development; United Nations Development Fund for Women; and International Court of Justice. The International Committee of the Red Cross also carries out programmes in this field.

42. The following disarmament or non-proliferation related international organizations have highly specialized resources:

(a) International Atomic Energy Agency;

(b) Organization for the Prohibition of Chemical Weapons;

(c) Preparatory Commission for the Comprehensive Nuclear-Test-Ban Treaty Organization.

# VIII. Promotion of disarmament and non-proliferation education and training: practical recommendations

43. As the present Study indicates, there is a pressing need to expand and improve disarmament and non-proliferation education and training in order to promote disarmament and non-proliferation and to strengthen international security and enhance sustainable economic and social development. The disarmament and non-proliferation education and training challenge is substantial and requires both immediate and sustained practical efforts by national Governments, international organizations and civil society.

44. All the following recommendations are important. They vary, however, in the resources required for their implementation, the pace with which they can be put in place and the amount of time needed before they yield significant results. Those recommendations with asterisks represent steps that can and should be taken rapidly and at a relatively low cost.

### Ways to promote education and training in disarmament and non-proliferation at all levels of formal and informal education

***1. Member States are encouraged to accord importance to disarmament and non-proliferation education and training in their programmes and policies, consistent with their national legislation and practices, taking into account present and future trends. They are also encouraged to use, designate or establish public advisory bodies, where appropriate, whose responsibilities include advising on disarmament and non-proliferation education and training practices. Member States are encouraged to share their experience in disarmament and non-proliferation education and training with other Member States, international organizations, civil society and the Department for Disarmament Affairs.**

***2. Relevant United Nations offices and other international organizations and agencies should prepare, adapt and disseminate a wider range of user-friendly educational material on disarmament and non-proliferation. The current experience in this field should be tapped and existing educational material, including educational modules, resource**

books, guides and online programmes, should be tailored to the needs of individual countries, specific audiences or the international community at large.

*3. The United Nations and other international organizations should translate its disarmament and non-proliferation educational material and publications into all United Nations official languages and, when possible, into other languages for additional dissemination. Upon request by the United Nations or relevant international organizations, Member States, academic and research institutions and NGOs are encouraged to support or assist in translating relevant materials.

4. The United Nations and other international organizations should increase their capacities to disseminate disarmament and non-proliferation education-related materials (print and audio-visual) more widely to all regions of the world. While strengthening existing distribution channels, they should explore new ones, such as cooperation with educational networks, teachers unions and curriculum committees as well as electronic access. Member States, local academic institutions, research centres and NGOs are also encouraged to assist in dissemination efforts. As it is essential to reach the local community level, channels of dissemination such as school libraries, gathering places, radio and television are highly recommended.

5. The Department of Disarmament Affairs should gather information about the involvement of regional and intergovernmental organizations in disarmament and non-proliferation education, training and data collection activities. The Department should examine ways to foster an exchange of experiences and regional perspectives to facilitate the development of disarmament and non-proliferation education programmes.

6. The Department of Disarmament Affairs should examine, accumulate and make public and easily accessible the different disarmament and non-proliferation curricula and programmes that States have developed for their formal school systems and university courses as well as for informal training.

7. UNU and UPEACE are encouraged to develop intensive postgraduate and other courses on disarmament and non-proliferation for representatives of all regions of the world, including government officials, legislators, military officers, NGOs, the media and students, working in cooperation with academic and non-governmental institutions that have expertise in designing and implementing such courses. UPEACE, in coordination with the Department of Disarmament Affairs, may wish to host seminars and workshops as well as to develop model university and school material.

8. Member States are encouraged to include parliamentarians and/or non-governmental advisers in delegations to United Nations disarmament-related meetings, taking into account national legislation and practices.

9. The Department of Disarmament Affairs and its regional centres, in cooperation with UNIDIR, UNU and UPEACE, are encouraged to establish a virtual library of reports of "lessons learned" on disarmament-related aspects of peace operations and make it available to both Governments and NGOs on a disarmament and non-proliferation online education resource site (see recommendation 25).

10. Municipal leaders, working with citizen groups, are encouraged to establish peace cities, as part of the UNESCO Cities for Peace network, through, for example, the creation of peace museums, peace parks, web sites and the production of booklets on peacemakers and peacemaking.

11. UNU and UPEACE are encouraged to provide assistance to those city councils and prefectures that are willing to host seminars on disarmament and non-proliferation issues for the media, academics, local and national politicians, trade union representatives, religious leaders and the wider public.

12. Religious leaders and institutions are encouraged to develop educational material promoting a culture of peace and disarmament.

*13. Member States, in cooperation with the United Nations and relevant international organizations, are encouraged to sponsor training, fellowships, and awareness programmes, on as wide a geographical basis as possible, for researchers, engineers, scientists and other academics in areas of particular relevance, but not limited to treaties and

agreements on weapons of mass destruction and their means of delivery. They are also encouraged to give special emphasis to training customs, licensing and law enforcement officers for the purpose of fulfilling international obligations of Member States in the disarmament and non-proliferation fields.

*14. The Department of Disarmament Affairs, in cooperation with UNU and UPEACE, should be encouraged to organize a programme of training for educators and trainers in disarmament and non-proliferation. These programmes may be implemented cooperatively with international organizations such as IAEA, OPCW and the Preparatory Commission for the Comprehensive Nuclear-Test-Ban Treaty Organization.

15. The Department of Disarmament Affairs, in cooperation with UNESCO, UPEACE, UNIDIR and NGOs, should produce and maintain an updated international bibliography of reference literature for teachers, including an updated directory of peace studies programmes and disarmament and non-proliferation research centres, and make this available on a disarmament and non-proliferation online education resource site (see recommendation 25).

16. UNESCO IBE is encouraged to convene regional meetings with ministers of education, educational administrators and university presidents to discuss the issues involved in developing disarmament and non-proliferation education for primary, secondary and university students. The International Conference on Education is encouraged to devote one session of a future meeting to disarmament and non-proliferation education, for example, through a workshop on science and ethics.

*17. The United Nations, relevant international organizations, Member States, NGOs and research institutes should develop and strengthen programmes, workshops, fellowships and materials on disarmament and non-proliferation topics for journalists and media representatives in order to enhance their knowledge of these issues. Special attention should be paid to the development of programmes and materials designed for local media in post-conflict situations, as essential partners in the disarmament and non-proliferation education process.

18. Disarmament and non-proliferation educational materials developed by the United Nations, such as the Cyberschoolbus web site, should include complementary material on how parents can encourage attitudes of peace and non-violence. Efforts should also be made by educators, parents and the business community to devise and produce toys, computer games and videos that engender such attitudes.

19. Additional fellowships and scholarships should be provided for various target audiences by or through the Department of Disarmament Affairs (directly or through its regional centres), UPEACE, UNIDIR and the NGO Committee on Disarmament, among others. An important educational supplement to disarmament and non-proliferation classroom training should be on-the-job training, which may be conducted at the sites of international organizations, national governmental agencies, NGOs and research centres. Opportunities for such on-the-job training should be expanded.

*20. The United Nations, relevant international organizations, Member States, and corporate and private donors are encouraged to provide assistance, including funds, educational material and equipment to NGOs in different regions of the world and to universities to establish or expand their disarmament and non-proliferation libraries with free and open public access to their resources. Member States should be encouraged to fund research institutes that focus on disarmament and non-proliferation and offer scholarships for advanced university students to carry out research on disarmament and non-proliferation and its pedagogy. The United Nations should make greater efforts to tap the financial resources of private enterprises in the fields of information and communications technology.

### Ways to utilize evolving pedagogic methods, particularly the revolution in information and communications technology

*21. Organizations of the United Nations system and other relevant international organizations are encouraged to promote and provide financial support for disarmament and non-proliferation education and training using such techniques as distance learning, the Internet, and

videoconferencing as well as cost-efficient and cost-effective media such as CD-ROMs.

*22. Regional organizations, academic institutions and NGOs are encouraged to develop and disseminate material online in languages other than English.

23. Educators should consider a full range of pedagogical methods for inclusion in any educational material. In addition to computer-based learning, model United Nations programmes, other role-playing and simulation games, videos, film, dance, song, theatre, puppetry, poetry, photography, origami, visual art and creative writing, to name a few, are all useful methods. Special emphasis should be given to participatory learning approaches that can be applied to a wide variety of disarmament and non-proliferation problems and audiences.

*24. Internships in United Nations organizations with special competence in disarmament and non-proliferation are a valuable tool for educating graduate and undergraduate students and should be continued and expanded.

*25. The Department for Disarmament Affairs should develop a disarmament and non-proliferation online education resource site in the six official United Nations languages. This site should be based on:

(a) Links to existing resources of United Nations and other relevant international organizations, Member States, universities, research institutes and NGOs having web sites on disarmament and non-proliferation and with education-oriented online programmes;

(b) Existing web pages of the Department for Disarmament Affairs on the United Nations web site;

(c) Recommendations by the Secretary-General's Advisory Board on Disarmament Matters;

(d) Recommendations of the inter-agency group on disarmament and non-proliferation education and training.

The Department for Disarmament Affairs should develop the online educational resource site in cooperation with interested research institutes, IT companies, NGOs and/or regional centres for information technology. It should have chat rooms and testing tools and be user-friendly.

26. The Department of Public Information and relevant international organizations, in coordination with the Department for Disarmament Affairs and, when appropriate, NGOs, are encouraged to produce video programmes to promote disarmament and non-proliferation to the widest possible audience.

### Ways to introduce disarmament and non-proliferation education into post-conflict situations as a contribution to peace-building

27. International organizations, regional organizations and representatives of civil society, where appropriate, are encouraged to include disarmament education and training in their programmes in post-conflict situations.

*28. Member States are encouraged to ensure that their military staff colleges include disarmament and non-proliferation elements in their curricula.

### Ways in which the United Nations system and other international organizations can harmonize and coordinate their efforts in disarmament and non-proliferation education

*29. United Nations bodies and other international organizations with special competence in disarmament and non-proliferation education and training should designate a focal point for the subject. Representatives should meet periodically at the inter-agency level to:

(a) Promote disarmament and non-proliferation education and training at all levels in all regions of the world, with the active participation of civil society, especially educators and NGOs;

(b) Network and share experiences and best practices on disarmament and non-proliferation education;

(c) Consult and actively seek partnerships with Governments, regional organizations, academic and research institutions, educators, civil society, including NGOs, and private and corporate donors on further practical disarmament and non-proliferation education and training projects;

**(d) Encourage the incorporation of disarmament and non-proliferation education elements into future public information products of the United Nations and relevant international organizations;**

**(e) The Department for Disarmament Affairs should facilitate the work of the inter-agency group.**

**The inter-agency group is encouraged to invite the participation of civil society, especially educators and NGOs, in its work.**

30. **In the context of its current mandate, the Secretary-General's Advisory Board on Disarmament Matters is encouraged to consider periodically follow-up action related to disarmament and non-proliferation education.**

**Next stages and implementation**

***31. Member States are encouraged to designate a focal point for disarmament and non-proliferation education and training and to inform the Department for Disarmament Affairs on steps taken to implement the recommendations contained in the present report.**

***32. The Secretary-General is encouraged to prepare a report on a biennial basis reviewing the results of the implementation of the recommendations in this study.**

***33. Member States and the Under-Secretary-General for Disarmament Affairs are encouraged to include in their remarks to the First Committee of the General Assembly information on the results of the implementation of the recommendations in this study.**

34. **In order for the Department for Disarmament Affairs to facilitate the implementation of the recommendations of this study, the General Assembly is encouraged to allocate adequate human and financial resources to the task.**

*Notes*

[1] Final Document of the Tenth Special Session of the General Assembly; see General Assembly resolution S-10/2; also http://disarmament.un.org/gaspecialsession/10thsesmain.htm.

[2] *Final Document of the World Congress on Disarmament Education*. Paris, 9-13 June 1980, SS-80, CONF.401/REV/COL.51. See also *The United Nations Disarmament Yearbook*, vol. 5: 1980 (United Nations publication, Sales No. B.81.IX.4), p. 411, and http://disarmament.un.org/education/docs/unesco.pdf.

[3] For further information, see the report of the Secretary-General on the United Nations Disarmament Information Programme, A/55/128 and Add.1.